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ABSTRACT

Affirmative action programs in the area of intramural-recreational sports department employment policies may be instituted in a number of areas. In recruiting and hiring of new personnel, a survey of present employees with regard to the status of women and minorities in respect to numbers, types of job, and level of employment will give an idea of the organization's standing as an equal opportunity employer. If a deficiency exists, efforts in searching for new employees should be conducted so that minority groups receive information of available positions. Interviewing teams should be constituted which give representation to women and minority groups, and interviewing procedures developed which reduce as much as possible the personal biases of committee members. Decisions should be made on the basis of: (1) knowledge and experience factors; (2) intellectual factors; (3) motivational factors; and (4) personality factors. Contracts should be the same for all individuals possessing equal qualifications and employed in the same or similar roles within a given institution. Since the individual should be the manager of his/her own career, he/she should examine areas of career advancement such as promotion and educational growth, and career opportunities to ascertain that intramural-recreational sports departments and institutions of higher learning are complying with and promoting affirmative action and equal employment opportunities. An extensive bibliography is included for further reading. (MB)

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AFFIRMATIVE ACTION: IT'S EFFECTS UPON INTRAMURAL-RECREATIONAL SPORTS DEPARTMENT EMPLOYMENT POLICIES

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AFFIRMATIVE ACTION: IT'S EFFECTS UPON INTRAMURAL-RECREATIONAL SPORTS DEPARTMENT EMPLOYMENT POLICIES

Affirmative action was enacted to provide a tool for tapping the wealth of human resources that either have not been utilized or have been under-represented. Affirmative action is a concept that allows for the development and implementation of programs designed to assist the entry of identified non-utilized and under represented segments of the population into the employment market e.g., educational institutions.

Affirmative action was also designed to help eliminate discrimination based upon sex, race, color, national origin and religion. In certain instances, affirmative action has been the evaluative criterion selected to measure the success or failure of a program's compliance with the equal employment opportunity legislation--laws proposed, enacted and instituted for the express purpose of systematically shattering the shackles of prejudice that for so long have hampered and stymied the employment progress of certain segments of society.

Historically, most intramural-recreational sport programs were developed to promote sport activities primarily directed toward the male population. The number of women's programs, until recent years, was virtually insignificant. Those that did exist were, for the most part, administered and conducted separate from the men's programs. Women's programs were frequently instituted under the auspices of agencies such as the Women's Athletic Association.

Relatively few female professional personnel are found in intramural-recreational sport administrative capacities. This small representation, in some measure, may be attributed to the lack of emphasis focused upon the women's programs. Glaringly evident also is the under-representation of minority administrators. For many institutions of higher learning, situations of this nature have resulted from discriminatory practices related to student admissions and employment of professional personnel.

How might affirmative action be introduced into intramural-recreational sport department employment policies? This question has generated a multitude of responses and suggestions. However, for purposes of this paper, just four areas will be addressed: (1) recruitment and hiring, (2) interviewing, (3) contracts and (4) career advancement.

RECRUITMENT AND HIRING

The Department of Health, Education and Welfare requires that recruitment and hiring standards be "reasonably explicit" and that they be accessable to employees and applicants (Varner, 1975, p. 264). Under Executive Order 11246, new recruiting practices must be developed whenever evidence indicates that the old methods have resulted in the attraction of a low representation of women and minority applicants.

How then, to comply with affirmative action regualtions, should intramural-recreational sport department recruitment and hiring policy procedures be structured? Usually, the initial step involves a review of the existing employees. Such an examination should reveal the status of

women and minorities within the organization--status with respect to the number employed, the types of jobs and the organizational level of employment.

To determine whether minority group members and women are underrepresented, the following factors must be considered (Bulwik and Elicks, 1972, pp. 6-7):

1. The percentage of minority and female work force as compared with the total work force in the immediate area.
2. The general availability of minority group members and women with requisite skills in the immediate work area.
3. The availability of members of minority groups and women with requisite skills in an area in which the contractor institution can reasonably recruit.
4. The availability of women and minority groups seeking employment in the labor or recruitment area of the contractor [institution].
5. The availability of promotable or transferable minority group and female employees within the contractors [institutions] organization.
6. The existence of training institutions capable of training members of minority groups and women in the requisite skills.
7. The degree of training which the contractor [institution] is reasonably able to undertake as a means of making all job classes available to women and members of minority groups.

If, as a result of this review process, a deficiency is detected i.e., none or too few women and/or minorities are employed or those employed are assigned to departments and functions below their capabilities, the next step requires the construction and implementation of an operational plan designed to reduce (and eventually to eliminate) the identified problem(s).

New intramural-recreational sport administration positions have been created by some institutions as a means of attempting to eliminate inequities Whenever new positions of this nature are created, intensive campaigns are usually launched to attract and identify qualified minority and women applicants. Most colleges and universities, on the other hand, have been forced to maintain a posture of financial constricture due to the sagging national economy. Consequently, institutions suffering from this affliction have found that new positions are nearly impossible to generate.

Under such circumstances, two possible options remain as vehicles to bring more women and minority group members into intramural-recreational sport department administrative positions: (1) to terminate some current employees (usually white males) and fill the vacated slots with women or minorities; or, (2) to employ affirmative action candidates whenever replacement positions become available through normal turnover. In reality, neither method is desirable. The former is unjust to the terminated employees, whereas the latter is much too slow and unpredictable in accomplishing the necessary and required remedy.

Yet, when positions do become available, regardless of the source, the job description assumes extreme importance. Typically, at least two types of job description need to be developed to fill a professional vacancy: (1) the official job description, and (2) the announcement job description (University of Massachusetts, 1974, p. 4). It is critical that the announced job description be carefully examined to ascertain that it has not been written in such a manner that would inhibit or exclude qualified potential candidates from submitting application.

In certain professions, a "bona fide occupational qualification" may be established and justified for a particular position (Griggs, 1971). However, for intramural-recreational sport department administrative positions, it would be almost impossible, under most conditions, to defend the inclusion of such a restriction; especially if the restriction were in any manner related to sex or race. Therefore, it is strongly recommended that all intramural-recreational sport department administrative positions be described and advertised in such a manner that the widest possible spectrum of qualified candidates are attracted. It should be noted that,

> The affirmative action concept does not require that any employer employ or promote any persons who are unqualified. The concept does require, however, that any standards or criteria which have had the effect of excluding women and members of minority groups be eliminated, unless the employer can demonstrate that such criteria are conditions of successful performance in the particular position involved (Higher Education Guidelines, Executive Order 11246, p.4).

Only when a position and the accompanying job descriptions have been firmly established should an announcement be issued. Applicants, in the past, have been recruited through use of personal contacts, written notices distributed among program directors and NIRSA Newsletter announcements. More recently, position advertisements have been appearing in athletic, coaching and physical education journals and publications. Nonetheless, under the present guidelines, such recruitment methods are no longer considered sufficient. It has been contended (and probably rightfully so) that the use of these methods have failed to disseminate the announcement information to a significant number of qualified potential applicants (specifically women and minorities).

Nevertheless, traditional vacancy announcement channels may continue to be employed as long as the announcements are also made available to institutions of higher learning composed primarily of women and/or minorities. Additionally, advertisements should appear in publications commonly read by minorities and women. For example, vacancy announcements should be sent to Smith College and Texas College for Women as well as to Howard University and North Carolina State University. Advertisements should appear in The Chronicle of Higher Education, Atlanta World, Brooklyn New York Recorder, The Black Scholar Classified, Ms. and WomenSport.

Prior to or immediately following the dissemination of job announcements, a search committee or interview team should be constituted. No matter which committee form is selected, a valid attempt should be made to include, whenever possible, female and minority representatives.

When should a search committee or interview team be employed? Are there instances when the establishment of such committees are not necessary? Under normal circumstances, search committees (interview teams are not commonly used in higher education) should be constituted and required whenever a full-time professional position is to be filled. Search committees are usually considered optional with respect to the filling of part-time or one year terminal positions.

Although there are no rigid requirements concerning the length of an affirmative action search, most searches are conducted for a period of three (3) months. There are situations, however, when this guideline may be either

reduced or extended dependent upon the particular set of circumstances.

The scope of the search usually depends on the nature of the position to be filled. Local searches are normally used to recruit applicants for part-time professional slots or to fill temporary full-time professional positions (terminal appointments of one year or less). In the recruitment of professional persons to fill full-time professional positions with an annual salary of less than a predetermined amount (a commonly used figure has been $14,000 or less) a regional search should be undertaken. National searches should be conducted when attempting to recruit individuals to fill professional vacancies in situations other than those identified under local and regional searches.

An affirmative action statement should be developed once a position has been announced, applications received, candidates reviewed and interviewed, and the successful applicant identified. The statement should include the following (University of Massachusetts, 1974, p. 18):

A. Nature of the position

B. Dates indicating the commencement and termination of the search

C. List of search committee members including sex and race

D. List of vehicles used to announce position vacancy which were directed at generating minority and/or female applicants

E. A breakdown of the actual number of applications received in terms of race and sex

F. A brief description of the screening process employed

G. A breakdown by race and sex of the candidates interviewed

H. The name, race and sex of the individual ultimately selected to fill the vacant position

INTERVIEWS

Although interviewing is a widely used technique for employee selection, surprisingly few interviewers are able to extract the information necessary to avoid inaccurate decisions. Svetlik (1973) suggested that one reason for such problems concerned the fact that interviewers really do not allow the candidate to do much talking. He contended that interviewers talk more than half of the time, thus leaving less than 50% of the interview for the candidate to communicate. Yet, merely providing the candidate more time to respond to questions will not necessarily guarantee a fruitful interview.

Serafini (1975) felt that the interviewer must develop specific listening skills to properly evaluate the candidate's responses. These skills which Serafini labeled as "active listening" require a fundemental openness toward the other person. The active listener must reject preconceived ideas and stereotypes. Unless the interviewer truly respects the applicant's beliefs and uniqueness, his/her own biases and prejudices will invalidate the interview. Thus, simply listening to the candidate is not, in and of itself, sufficient to insure an effective interview.

With respect to affirmative action, it is of the utmost importance that an interviewer look at the applicant with an open mind and without any bias or stereotyping. This concept is critical for as Blodgett (1972, p. 139) puts it, "It is a natural facet of selective perception to prefer people like oneself." If preconceived ideas are allowed to contaminate an interview, it then becomes an impossible task for the interviewer to objectively

judge the applicant's ability, background and motivation to effectively perform in a given position. The exclusion of bias is easier said than done. In many instances an interviewer is not aware of personal bias, of equating certain applicants with selected stereotypes or of placing too little or too great an emphasis on selected portions of the interview. Thus, before an attempt is made to suggest remedies for biased interviews, identification of the bias sources must first be made.

Webster (1964) in a classic monograph on interviewing found that a bias was established early in the interview and this tended to be followed either by a favorable or unfavorable decision. It was believed that early impressions--impressions based upon quickly assessed material--played a dominamt role in determining the final outcome of the employment interview (this phenomenon is referred to as the halo or gate effect).

Hakel and Schuh (1971) recognized the existence of this early stereotyping resulting from first impressions. They concluded, however, that such a problem could be partially alleviated by identifying a core of applicant attributes that were judged to be important to many occupations. As a result, they developed a set of twenty-two (22) statements descriptive of job applicant attributes that were found to be important in each of seven diverse occupational areas. They believed that these specific items would assist in the reduction of the halo effect applicant stereotyping because the statements suggested the content that should be covered in the early stages of the interview. This method would capitalize on the interviewer's urge to jump to conclusions by assuring that his/her first experience

with the applicant would produce the types of information believed by other professional interviewers to be of importance.

In a later study, Schuh (1973) reported that although a well constructed rating form might play a role in breaking down the halo effect, it should also be anticipated that whereas a novice interviewer might fall victim to either a rating form that led away from important information or to an interview in which irrelevant information occupied the early portion of the interview, an experienced interviewer would not. Schuh designed an experiment to test this hypothesis. From the results, he concluded that the content of the rating form did indeed effect the novice interviewer's impressions and decisions, whereas experienced interviewers arrived at the same decisions regardless of the content of the rating form. Consequently, it becomes evident that a rating form, especially a poorly designed document, will not automatically release the novice interviewer from formulating a bias due to the halo effect. As a matter of fact, a bias of this nature may possibly be argumented by irrelevant information obtained from a poorly designed instrument.

Aside from the bias of emphasizing information obtained early in an interview over that received at the later stages, there also exists a bias related to the type of information available and it's weighting. In a study, Hollmann (1972) found that interviewers were biased by the fact that they gave too much weight to negative information reflecting the applicant's suitability for employment, at the expense of positive information. The net result of such unbalanced weighting was a disruption in the efficiency (and presumably the accuracy) of the interviewer's

information processing. Hellmann hypothesized that because interviewers received only negative feedback from their superiors--feedback concerning previous employee selections (i.e., criticism when an employee failed to meet the test)--they lacked knowledge of the criteria associated with a good employee. Consequently, interviewers set-up a stereotype based upon the characteristics that a model applicant should not possess. In the interviewing process, the interviewer then compares negative information received from the applicant with the negative stereotype.

Shaw (1972) asserted that negative feedback from superiors played a large role in interviewers developing a negative stereotype. Yet, he also believed that if an interviewer was provided with an increasing number of specific job parameters with which to match the applicant's credentials, there would tend to be less reliance upon the interviewer's personality theories. He subsequently hypothesized that occupational catagories (such as intramural-recreational sport administration) which rely upon the interviewer's own personality theories, are more influenced by traits associated with negative applicant stereotyping than are occupational catagories that require specialized and readily identified skills (such as scientific research and engineering).

Shaw's study supported a hypothesis concerning the sex of an applicant. His data indicated that when the experimental variable was the applicant's sex, the bias (in this instance, toward women) was less when the job demanded certain measurable qualifications than when the job qualifications were not as clearly defined. In addition, the findings indicated that a female applicant's sex was perceived (by some women as well as men) as being a

negative trait and therefore could have a differential effect for certain occupational categories.

When job information is inadequate, even experience may not be of value in attempting to overcome the tendency towards bias. A study conducted by Langdale and Weitz (1973) indicated that even experienced interviewers were not in agreement on the suitability of most candidates when insufficient job information was provided. Thus, it appears that interviewers, experienced or not, when supplied with inadequate job information tend to rely upon their own personality theories and are influenced by traits associated with negative stereotyping. Since many interviewers (both male and female) perceive a female's sex as a negative trait for certain jobs, they immediately form a negative stereotype of the female applicant.

A similar bias against women was also evidenced in a study by Rosen and Jerdee (1974). The study examined sex stereotyping in the many phases of personnel decisions. They found that subtle forms of sex discrimination occurred in the formulation of decisions to employ, develop and promote employees. Significant among their work was one survey which indicated that when job requirements were exact and the applicant's qualifications failed to match them, the respondents rejected both male and female applicants. Similarly, when the applicant's and job qualifications matched, both males and females were evaluated highly. On the other hand, it was found that in situations where available information was ambiguous or contradictory, there was a larger number of positive evaluations for males than for females. This result led Rosen and Jerdee to conclude that it may be relatively easy to arrive at unbiased decisions when a candidate's qualifications are either

clearly acceptable or unacceptable. But when information is scant and the position ambiguous, decision-makers tend to rely upon preconceived attitudes (in this particualr instance, sex-role stereotyping) to arrive at their ultimate decision.

The availability of sufficient job information and the use of a relevant rating form does not fully guarantee that stereotyping will not occur. In this regard, Wiener and Schneiderman (1974) discovered that under such conditions stereotyping did, in fact, occur, although of a positive nature. Their results indicated that when interviewers were supplied with a complete job description in addition to rating sheets designed to measure relevant characteristics, agreement among interviewers was far superior to that evidenced when the interviewers were supplied with very little job information and irrelevant rating forms. Data of this sort suggests that under ideal conditions interviewers are able to reduce their biases through the use of objective job requirements and rating sheets relevant to desired applicant characteristics.

Another method for inhibiting the halo effect was proposed by Farr (1973). He contended that interviewers should be required to formulate repeated judgements of an applicant. This could be accomplished by structuring a rating form in a manner that necessitated the use of information normally attained [illegible] to the interview. The construction and use of such an instrument would then force the interviewer to attend to information presented throughout the interview--not just information obtained during the early stages.

Regarding the availability of job information, Langdale and Weitz (1973) evidenced that by providing the interviewer with extensive information about the job to be filled, the reliability of employment selection decisions could be increased. However, interviewer bias problems go beyond that of merely making decisions based upon limited information. If this were not the case, the above recommendations would be sufficient to eliminate such bias.

The Rosen and Jerdee study (1974) also indicated that bias, especially against women (and probably against other minorities as well), runs much deeper. In many instances, an individual's biases become an ingrained form of behavior and can not be alleviated by the technical recommendations made thus far. The only way to eradicate biases of this nature is to make the interviewer aware of his/her bias and then to work at correcting it.

To this end, Gery (1975) has suggested that interviewers stop imposing their own values and generalizations developed from past negative experiences with women (or other minority groups). Driscoll and Hess (1974) made even stronger suggestions. They proffered that in order to eliminate bias, programs should be offered to foster interpersonal relationships and to develop sensitivity to the needs of others. Seminars for recruiters should be conducted and should include practice interviews as well as formal and informal discussions with groups composed of men, women and minority group members. In addition, Gery (1974) realized that despite all these efforts, individual biases might still remain. Therefore, he further suggested that to increase interview objectivity, several people should

independently interview and evaluate the candidate. Moreover, he posited that whenever possible, minority and female representatives should be included in the candidate selection process.

Drake (1972, p. 59) proposes some basic informational areas that an interview should cover: "college and other studies, military experience (when applicable), summer and full-time work experiences, attitude towards job(s) and employer(s), aspirations and goals, and a self-assessment of candidate's strengths and limitations." In a well organized, planned interview each of these informational areas may be covered within a reasonable period of time. It is advisable, however, to develop an interview format that will assist in providing each candidate an equal opportunity. Failure to afford equal interview treatment could (and probably should) be construed to be a violation of affirmative action and equal employment opportunity legislative mandates.

Each member of the search committee (or the interview team) should be provided with the interview plan prior to actually conducting the candidate interview. If such a plan were to be used, the probability of affording an equal opportunity for each candidate would be greatly enhanced. "Much of what is covered in the interview should be developed by the applicant under the control and direction of the interviewer (Drake, 1972, pp. 58-59)." The planned interview provides for such control and direction.

The primary purpose of any interview is to gain as much information as possible about the candidate's ability to successfully fulfill the responsibilities of the position sought. Generally, the types of decision-making

information required by interviewers can be catagorized as: (1) knowledge and experience factors, (2) intellectual factors, (3) motivational factors and (4) personality factors (Drake, 1972).

Planned interviews may be developed by focusing on each of these informational catagories. Specific information required to properly evaluate an applicant's suitability for employment can be listed in a format similar to that displayed in Figure 1. The use of a Position Specification Guide helps to assure that all candidates receive equal interview treatment.

How, then, when seeking intramural-recreational sport administrative personnel, may search committees (or interview teams) eliminate personal stereotypes and biases from entering the interview process? The fact of the matter is that there is no single prescription that, if adopted, would resolve the problem. Nonetheless, if search committee members institute some of the following suggestions, the probability of contaminating the interview and selection process through the introduction of bias and stereotyping should be significantly reduced:

A. All search committees should have female and minority representation

B. Novice committee members should receive interview training and practice prior to serving on the search committee

C. Committee members should possess a knowledge of the responsibilities of the position to be filled

D. Specific skills and knowledges necessary to successfully function in the position should be identified

E. A Position Specification Guide should be developed and instituted as a part of the interview process

F. Committee members should not make decisions on the candidate until all of the necessary decision-making information has been obtained

G. Committee members should possess "active listening" skills

H. A well designed rating form should be employed

I. The interview should be conducted according to a planned procedure, and the same procedure used for all candidates

J. Candidates should be judged strictly on their qualifications and abilities, not upon their sex or race

K. Committee members should formulate their evaluation of the candidate independent of one another

L. Committee members should not compare the candidate to either a positive or negative "ideal" model

CONTRACTS

Individuals possessing equal qualifications and employed in the same or similar roles within a given institution or agency should receive the same contract. For example, if a college or university intramural-recreational sport department were to recruit and hire two assistant directors, one female and one male, each should receive the same contractual conditions. Affirmative action and equal employment opportunity legislation prohibits the awarding of differing contracts to equally qualified individuals employed at the same or approximately the same time for the same or similar function. Therefore, in the above example, if the male assistant director were to receive a contract calling for an annual salary greater than that offered the female, charges of discrimination could be leveled, and probably substantiated.

Contracts usually contain a number of specific conditions of employment. From an affirmative action and equal employment opportunity perspective, some of the contractual considerations that should be reviewed for

FIGURE 1

POSITION SPECIFICATION GUIDE

JOB TITLE:_____ REPORTS TO:_____

KEY RESPONSIBILITIES

Directs co-ed activities
Maintains direct contact and control over the budget
Develops programs and methods to assist in training supervisor and officials
Recruits and hires student employees to adequately staff program needs

DESIRED AGE RANGE: 21-50 ACCEPTABLE SALARY RANGE: $15,000-20,000

CRITICAL SPECIFICATIONS

KNOWLEDGE AND EXPERIENCE FACTORS

Minimum of one-year experience in intramural-recreational sport program administration
Minimum of one-year experience in supervising student supervisors and officials - needs good insight and trial-and-error experience in directing others
Needs good knowledge of intramural-recreational program techniques

INTELLECTUAL FACTORS

Master's degree required - subordinates will be either college graduates or students
Must have good verbal skills - should be able to communicate in face-to-face situations
Needs to be decisive - must make many quick decisions

MOTIVATIONAL FACTORS

Must like extensive people contact in everyday work
Must find satisfaction in administration and working with students, faculty and staff
Must have high achievement needs - should show evidence of being a self-starter as he/she will have little supervision
Must have good energy level - job will be demanding
Should have ambition to advance up the administrative ladder

PERSONALITY FACTORS

Needs to be warm, affable and outgoing - must make good initial impression
Must be able to cope with frustration - should be able to roll with punches - will be subjected to many frustrating situations

Adapted from: (Drake, 1972, p. 137)

equality of application include the following areas:

Length and renewal - Employees hired at the same time for the same or similar function should receive contracts of equal duration and which also contain the same renewal stipulations. It would not be acceptable for one individual to receive a five year contract renewable annually when others receive a three year contract that is renewable only at the end of the third year.

Salaries and source of funding - Employees with equal service, responsibilities, performance evaluations and qualifications should receive the same salary. In addition, the salary funding for such employees should be generated from the same source, be it "soft" or "hard" monies.

Fringe benefits - Employees in the same or equal job classification should receive the same fringe benefits. Benefits of this nature include, but are not limited to: paid vacation, paid sick leave, health insurance and benefits, life insurance, sabbatical leaves, disability insurance, payroll deduction plans, tuition benefits and training opportunities. Fringe benefits must be provided for all employees in the same classification without regard to race or sex (Frontiero, 1973).

Tenure - In recent years, tenure has become very difficult to obtain primarily due to the high percentage of faculty already tenured. Nevertheless, when faculty are eligible for tenure consideration, the criteria used for denying or awarding such status must be the same for all candidates. Such criteria should be established, published and made available to employees at the time of their hiring. In addition, individuals employed at the same time with the same rank should collectively be either eligible or ineligible for tenure consideration. For example, if two assistant intramural-recreational sport directors were to be employed at the assistant professor rank both should be either

eligible or ineligible for tenure consideration. To do otherwise would constitute a violation of affirmative action and equal employment opportunity mandates.

Task assignments and support services - Individuals employed in like or similar positions should be assigned equal job responsibilities and provided with the necessary support services. Equated work loads should be developed and support services such as office space, office equipment, clerical and secretarial assistance, telephone, postage, travel and reproduction monies, etc., should be provided at the level necessary for the employee to successfully fulfill the task assigned.

All employees (black and white, male and female, majority and minority) should maintain a continual evaluation of the benefits they receive as compared to those received by others in the same or similar employment classification. Whenever suspected instances of discrimination are detected, the employee should immediately bring the matter to the attention of the employer. If after a reasonable period of time the situation is not corrected, the employee should then proceed to file a formal complaint with the appropriate governmental agency. On the other hand, the employer should institute an ongoing evaluation process designed to detect unequal employee treatment. If and when such a practice is evidenced, the management should seek to introduce corrective measures.

CAREER ADVANCEMENT

In the world of work, most professional employees harbor a variety of career advancement aspirations. To put it another way, most individuals anticipate an opportunity to advance within the organizational structure,

to move vertically from their point of entry position. Yet, knowing where one wants to go, and actually arriving at the destination are two entirely different matters.

Yeager and Leider (1975, p. 34) state that, " ...the individual should be the manager of his own career." Unfortunately, no matter how strong the aspiration for vertical mobility is possessed by an individual, not all persons will be provided an equal opportunity for advancement. Women and minority group members tend to encounter greater difficulty in achieving upward mobility than do their male and majority counterparts. A study by Rosen and Jerdee (1974, p. 53) revealed that:

1. Male employees are expected to give top priority to their jobs when career demands and family obligations conflict. On the other hand, female employees are expected to sacrifice their careers to family responsibilities.

2. If personal conduct threatens an employee's job, employers make greater efforts to retain a valuable male employee than the equally qualified female.

3. In selection, promotion and career development discussions, employers are biased in favor of males.

Factual research discoveries such as the above prompted enactment of affirmative action and equal employment opportunity legislation, and only through application and enforcement of such prohibitions will discrimination by sex or race be eliminated.

Several areas of career advancement should be independently examined (especially by women and minorities) to ascertain that intramural-recreational sport departments and/or institutions of higher learning are complying with and promoting affirmative action and equal employment opportunity regulations. Key areas to examine include:

Promotion - Affirmative action calls for equal treatment of all like or similar catagorical personnel when promotions are being considered. Race or sex can neither be used as an asset nor a liability in the promotional process. Intramural-recreational sport department employees of the same rank or status should be treated equally in terms of promotion consideration. Standards and qualifications established for promotion must not be applied differently for any group or individual. Additionally, the criteria used to qualify or disqualify an individual for promotion must be relevant to the position under consideration (Griggs, 1971). Finally, it should be understood by both administrators and employees that not all employees will continually receive vertical promotions. Consequently, consideration should be given to developing lateral promotions. Lateral promotions can be used to satisfy career expectations, and as Walker (1973, p. 70) states, "...we need individuals who are committed to lateral careers simply because there is limited room at the top."

When promotions are awarded, it is important that the "Peter Principle" is not invoked. To promote in such a method is neither beneficial to the individual nor to his/her subordinates or associates. "The way we match interests and talents of employee's with opportunities needs to be attuned to both the career expectations of the individual and to the [institutions] staffing needs (Walker, 1973, p. 70)."

Educational opportunities - College and university intramural-recreational sport departments have numerous opportunities to provide professional personnel means to enhance their educational background. Inservice training programs, released time for attending academic classes, tuition waivers, sabbatical leaves and general leaves of absence each represent methods of providing employees with an opportunity to further

develop their professional expertise. It is extremely important that the availability of these opportunities be made to all employees on an equal basis.

Professional growth opportunities - For intramural-recreational sport department personnel, professional growth opportunities might include such things as allowing employees specific time within the work schedule to engage in research projects, providing released time (and possibly finances) to attend professional meetings and extending encouragement for professional personnel to produce journal articles and text materials for publication. As with each facet of career advancement, all employees must be allowed to engage in professional growth projects on an equal basis.

Career opportunities - Internal and external career advancement opportunities should be brought to the attention of each intramural-recreational sport department employee. Administrators should continually encourage employees to seek better job opportunities, when and if they occur, and should provide equal support services to those subordinates actively pursuing career advancement opportunities. It is important that the top administrator provide an equal and adequate degree of counseling to subordinates with respect to their growth prospects within the organization, the advisability of their seeking advancement opportunities elsewhere or the possibility that they should pursue professional careers in another area of endeavor.

Each intramural-recreational sport department employee concerned with career advancement should be familar with the quiz designed by Edith M. Lynch and contained in her book, The Executive Suite -- Feminine Style. The

quiz is quite useful in determining one's assets and liabilities as they relate to career motivation. Here's the quiz (Higginson and Quick, 1975, p. 5):

1. What do I really think of my own talents?
2. Am I willing to make the most of my talents?
3. Do I resent the fact that men seem to have the best jobs, the best chances for promotion, and the most exciting challenges?
4. How am I trying to improve my own position - more study, new research, better attitude?
5. Do I look at everything realistically instead of making poorly thought-out plans?
6. When did I last read a book pertaining to the job I'd like to hold?
7. Do I continually think of myself as limited to being a lady, a helper, a crutch instead of being a person doing higher level work?
8. Do I put the blame for not having a good job on someone else- my parents, the boss, the school I attended and so on?
9. Am I willing to do the hard work necessary to hold a responsible position?
10. Am I willing to work as a member of a team to accomplish a worthwhile project?
11. Am I willing to help others on the way up, particularly other women?
12. Am I willing to fight for my rights on equal ground and on the basis of what I have done and can do in the future?

Obviously the answers are going to be somewhat prejudiced, but they can still provide a good deal of objective information. With the quiz information in hand, an individual should be able to gain the "big picture" about him/herself. This "picture" can be developed by a three part process: (1) a determination and examination of your failures, (2) a review of your triumphs and (3) a determination and analysis of your assets. The processed information should subsequently enable the individual to establish his/her

career plans with a greater probability of success.

Finally, intramural-recreational sport department personnel should periodically review both their department and institution to determine whether a proper climate for personal growth is maintained. Henry (1974, p. 25) provides the following growth climate guideline:

> No matter how well you develop your counseling techniques, you won't be able to help upgrade subordinates if the atmosphere in your department or institution is not conducive to their career growth. What kind of atmosphere nutures development? Here are some characteristics of a true growth climate:
>
> 1. The institution is profitable or successful.
> 2. The institution is expanding.
> 3. There is a formal system for developing people.
> 4. There is a policy for promotion from within and identification of outstanding employees.
> 5. The subordinate is supervised by a boss who is growing him/herself.
> 6. Administrators are not promoted unless they have successfully trained a subordinate to take over.
> 7. The work experience itself becomes a form of training.
> 8. The administrator expects a lot of his/her people.
> 9. Competence rather than seniority alone is rewarded.
> 10. The administrator puts a high premiun on originality, resourcefulness, creativity and innovation.
> 11. Subordinates have an opportunity to share in decision making, planning and problem solving.
> 12. Each subordinate knows where he/she stands (how he/she is doing) and what is required to progress.
> 13. Employees are not exploited or deprived of rewards for work above and beyond that normally expected.
>
> - Adapted from Machine Design (Vol.42, No. 17) Copyright 1970 by The Penton Publishing Company, Cleveland, Ohio.

After such a review, if the results indicate that the department or institution has failed to provide an adequate "growth climate" for all employees on an equal basis, the proper administrative authorities should be appraised of the situation so that they may take immediate corrective action.

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